Technology-Based Instructional Activity

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Mrs. Jenkins Third Grade Class

Kahoot Quiz:

* CCSS.MATH.CONTENT.3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*.

* CCSS.MATH.CONTENT.3.OA.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

The first thing I had to do is make a quiz using Kahoot.it. I added different multiplication problems, and three questions were asking the student what type of multiplication representation was being shown. When it came time to do the quiz, I told the class that they were to take the quiz. I explained that they had to use the iPads. I told them they had to pay attention to the screen in front of the room because the questions do not show up on the iPads. I told them that they had to look at the screen and pick the color tile with different shapes on them that corresponded to the correct answer. I also told them that the iPads were borrowed from my school so they had to be extra careful with them. After going over the expectations, I handed out an iPad to each student. There are 18 students in the class. I had pulled up Kahoot.it before giving instructions while the students were getting to their seats after recess. I told the students to go to Kahoot.it on the iPads. I walked around and helped them get to the correct page. Once everyone got there, I told the students to enter the game code that Kahoot.it had generated and was displayed on the screen in the front of the classroom. I told them to put in their name. The game says nickname, so I made sure to tell them no nickname. They had to put their first name. Once everyone in the class was in, I started the quiz. I read each question, and answer choices. The quiz consisted of ten questions.

Multiplication Games:

After the Kahoot Quiz, I allowed the students to play two multiplication games. The games were Multiplication Blocks and Sushi Monster. Multiplication Blocks is a game that has colored blocks with numbers on them. There is a gray block that falls down the right side of the screen. The student is to tap or swipe the two blocks next to each other that are the factors of the falling block before the falling block reaches the bottom. I explained how to play the game to the students and they got started. There are different modes and speeds in the options menu. Since each student has a different level of ability, I was able to change the settings to fit the student’s needs. The next game was Sushi Monster. With Sushi Monster, the student fed the monster the sushi with the factors that go with a given number. If the factors are right, the monster will eat the sushi. If the factors are wrong, the monster will get mad. After explaining the directions of the game to the students, they were allowed to play level one of the multiplication only.

Reflection:

I feel like the activities when well. The students were very involved in the activities. They loved the Kahoot Quiz. They are very competitive with each other, so the points and leader board was a big hit for them. They really liked the multiplication games. I was able to change modes and speed for each student based on their ability. I did make a few mistakes on the quiz. I had changed two of the questions last minute and did not change the answers. It threw the students off, and a few were trying to just guess the answer before I could move on to the next question. I need to make sure I remember to check things before doing them with the class. With the multiplication games, the students got bored with them very fast, and wanted to move to different games. I think a good idea to fix that is to have different groups working on one of the games for a while, and then switch the groups and have them play the other games. It would have been good to have one or two more games planned out. Overall, the students had fun with the iPads. They keep asking when I am bringing them back.